



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7777 E. Stella Rd., Tucson, AZ 85730

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. John Howe
Schedule : 07:00 AM to 04:00 PM
Grades : 6-8
Web Address : edweb.tusd.k12.az.us/Carson/
Phone Number : (520) 584-4700
Fax Number : (520) 584-4701
E-mail : john.howe@tusd1.org

Mission

The Carson community - parents, students, educators - are committed to promoting and encouraging excellent educational opportunities where every student is successful.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Curriculum and instruction will build on student strengths, background, experiences, language and prior knowledge. Individual student data will help build on student achievement in all content areas.
- ü Carson will strive to live by PRIDE philosophy and seek to inform parents of student progress through use of student planners, and quarterly newsletters. Carson will increase positive recognition of students.

Enrollment

October 1, 2005 School Year Student Enrollment : 670
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- Ü LAPLUS
- Ü Gifted
- Ü Special Education
- Ü Structured English Immersion
- Ü ED Self-Contained
- Ü Reading
- Ü MIMR/MOMR

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 7 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Promote academic and behavioral success by providing a safe, enriched and secure learning environment. Promote and encourage students to become positive members of society.

Parents

Send students to school regularly. Work with school to overcome student learning difficulties. Provide safe, comfortable surroundings for study at home.

Transportation Policy

Students are to use established safe-path travel zones to and from school. Students within two and one-half miles of the school site are to provide their own transportation to school. TUSD will provide buses beyond the two and one-half mile limit.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Honor Roll	
Ü Month Attendance	
Ü Cougar Pride Referrals	
Ü Student of Month	

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	199	4286	79327	100	94	98	490	500	518	28	28	19	34	24	20	33	39	46	6	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	2076	38961	100	95	98	492	501	520	25	25	16	34	26	20	36	40	48	4	9	16
Male	103	2208	40295	100	94	97	489	499	516	30	31	21	33	22	19	30	38	44	7	10	16
African American	20	300	4247	100	95	98	472	484	499	40	38	27	35	25	24	25	34	41	NA	4	8
Hispanic	73	2354	32327	100	93	98	482	488	499	34	34	27	41	27	25	19	35	41	5	5	8
Asian/Pacific Islander	16	106	1939	100	98	99	513	544	556	13	11	6	19	11	10	63	49	47	6	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	86	1331	36373	100	95	98	499	524	538	20	15	10	30	19	14	43	48	52	7	19	25
Students with Disabilities	43	539	9321	100	79	87	458	457	467	58	61	54	30	22	22	12	15	21	NA	1	3
Students without Disabilities	156	3747	70006	100	97	100	499	505	524	19	23	14	35	24	19	39	42	49	7	11	18
Limited English Proficient Students	13	483	9431	100	88	95	460	454	466	62	66	53	31	23	27	NA	10	18	8	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	102	2195	37097	100	94	97	485	487	498	31	35	27	38	26	25	27	34	41	3	5	7
Non-Economically Disadvantaged	97	2091	42230	100	95	99	496	512	535	24	20	11	29	22	15	39	44	50	8	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	199	4423	79501	100	97	98	477	485	497	17	15	10	33	31	25	50	52	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	2144	39062	100	98	99	484	490	502	7	11	8	36	30	23	56	56	64	NA	3	5
Male	103	2277	40368	100	97	98	471	480	491	25	18	13	30	31	27	45	49	57	NA	2	3
African American	20	309	4279	100	97	99	460	475	485	35	20	14	30	32	30	35	47	54	NA	1	2
Hispanic	73	2452	32389	100	97	98	470	474	478	19	19	16	47	36	34	34	45	48	NA	1	1
Asian/Pacific Islander	16	107	1936	100	99	99	497	512	519	6	3	3	13	21	14	81	67	73	NA	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	86	1360	36446	100	97	99	486	506	516	12	7	4	24	21	15	64	68	73	NA	5	7
Students with Disabilities	43	601	9411	100	88	88	446	443	453	42	41	36	40	40	36	19	19	26	NA	1	1
Students without Disabilities	156	3822	70090	100	99	100	486	491	502	10	11	7	31	29	24	59	58	65	NA	3	5
Limited English Proficient Students	13	513	9401	100	94	94	444	434	443	46	51	40	38	39	46	15	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	102	2266	37183	100	97	97	470	473	479	21	19	16	37	36	34	42	44	49	NA	1	1
Non-Economically Disadvantaged	97	2157	42318	100	98	99	486	497	513	12	10	5	29	25	17	59	61	70	NA	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	198	4464	80000	99	98	99	562	560	564	1	3	3	12	11	11	82	80	75	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	2164	39288	100	99	99	580	574	579	NA	2	2	4	6	6	88	83	77	8	9	16
Male	102	2297	40644	99	98	98	545	546	549	1	4	4	20	16	15	76	77	74	3	3	7
African American	20	315	4307	100	99	99	546	539	551	NA	8	4	25	13	13	70	74	75	5	4	7
Hispanic	73	2475	32672	100	98	99	561	553	548	NA	3	4	11	13	14	84	81	76	5	4	6
Asian/Pacific Islander	16	106	1945	100	98	99	582	596	592	NA	1	1	13	4	4	75	70	69	13	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	85	1370	36602	99	98	99	563	575	579	1	2	2	11	7	7	84	80	75	5	11	16
Students with Disabilities	42	640	9919	98	93	93	520	504	505	2	10	9	29	34	35	69	55	54	NA	1	2
Students without Disabilities	156	3824	70081	100	99	100	573	568	571	NA	2	2	8	7	7	85	84	79	7	7	12
Limited English Proficient Students	13	524	9571	100	96	96	536	498	502	NA	11	10	31	31	29	69	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	101	2296	37534	99	98	98	554	548	547	1	4	4	18	14	15	75	78	76	6	4	5
Non-Economically Disadvantaged	97	2168	42466	100	98	100	571	572	578	NA	2	2	6	8	7	89	82	75	5	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	213	4399	78546	97	97	97	519	528	543	21	22	15	28	21	18	48	48	52	4	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	104	2183	38645	97	97	98	520	531	545	23	20	13	24	20	18	48	51	54	5	9	15
Male	109	2209	39792	96	96	97	517	526	542	18	25	17	31	22	17	48	44	50	3	9	15
African American	23	289	4205	96	97	97	507	518	524	26	26	22	26	24	22	48	45	49	NA	4	7
Hispanic	74	2347	31177	96	97	97	514	516	524	22	27	22	27	24	23	50	44	48	1	4	7
Asian/Pacific Islander	12	113	1940	92	98	99	538	560	580	25	9	5	25	13	9	42	57	53	8	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	102	1448	36450	98	97	97	523	550	563	18	13	7	28	16	12	48	54	57	6	18	23
Students with Disabilities	29	530	8093	85	84	82	479	480	489	59	58	50	21	24	24	21	18	23	NA	1	2
Students without Disabilities	184	3869	70453	99	99	100	525	534	549	15	17	11	29	21	17	52	52	56	4	10	16
Limited English Proficient Students	15	584	9323	100	95	94	483	483	491	40	56	47	40	25	28	20	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	110	2090	34694	99	96	96	517	516	524	24	28	23	23	25	23	49	43	48	5	5	7
Non-Economically Disadvantaged	103	2309	43852	94	98	99	521	539	559	17	17	10	33	17	13	47	52	56	3	13	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	218	4467	79045	99	98	98	496	501	512	12	14	10	34	31	25	52	51	58	2	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	2206	38860	98	98	98	502	509	519	10	9	7	30	28	22	56	57	62	3	6	8
Male	113	2254	40075	100	98	97	490	493	505	13	18	12	37	34	28	49	45	54	1	4	6
African American	24	295	4250	100	99	98	492	494	500	29	16	12	8	33	31	63	50	54	NA	1	3
Hispanic	77	2386	31314	100	98	98	489	488	493	12	18	16	43	36	34	44	45	48	1	2	2
Asian/Pacific Islander	12	114	1949	92	99	99	502	523	536	17	6	4	17	19	15	58	62	66	8	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	103	1467	36730	99	98	98	501	521	532	7	7	4	36	22	16	55	60	68	2	11	12
Students with Disabilities	34	588	8552	100	93	87	446	455	463	47	43	35	44	37	40	9	19	23	NA	1	1
Students without Disabilities	184	3879	70493	99	99	100	505	507	517	5	9	7	32	30	24	60	56	62	2	5	8
Limited English Proficient Students	15	602	9355	100	98	95	450	450	456	33	44	37	53	44	48	13	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	111	2126	34922	100	98	96	497	489	493	16	17	15	28	36	34	53	44	48	3	3	3
Non-Economically Disadvantaged	107	2341	44123	98	99	99	495	511	527	7	10	6	40	26	18	51	57	66	1	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	220	4459	79657	100	98	99	577	569	566	1	2	3	4	8	8	94	89	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	2207	39120	100	98	99	591	582	580	NA	1	2	2	4	4	96	93	92	2	1	2
Male	113	2245	40423	100	98	98	564	557	553	3	4	5	5	12	12	92	84	83	NA	0	1
African American	24	296	4290	100	99	99	573	566	560	4	4	4	4	7	9	88	87	86	4	1	1
Hispanic	77	2371	31642	100	98	99	576	561	552	1	3	5	3	10	11	96	87	84	NA	0	0
Asian/Pacific Islander	13	115	1948	100	100	99	566	588	589	NA	1	1	23	4	3	77	90	91	NA	4	4
American Indian/Alaskan Native	NC	200	4760	NC	100	97	NC	560	547	NC	3	5	NC	7	14	NC	91	81	NC	NA	0
White	104	1468	36929	100	98	99	581	582	579	1	1	2	2	5	5	96	92	91	1	2	2
Students with Disabilities	34	583	9069	100	92	92	532	517	508	6	10	11	9	28	30	85	61	58	NA	1	1
Students without Disabilities	186	3876	70588	100	99	100	585	576	573	1	1	2	3	5	5	96	93	91	1	1	1
Limited English Proficient Students	15	594	9521	100	96	96	551	518	507	NA	9	13	13	23	24	87	67	63	NA	0	0
Migrant Students	--	--	694	--	--	96	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	111	2116	35341	100	97	97	580	560	551	1	3	5	5	12	12	94	86	83	1	0	0
Non-Economically Disadvantaged	109	2343	44316	100	99	100	575	577	578	2	2	2	3	5	5	94	92	90	1	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	234	4533	78400	100	96	97	534	545	554	32	26	21	24	21	19	41	44	47	4	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	128	2289	38686	100	97	98	534	544	554	32	24	20	22	22	20	42	45	49	4	8	12
Male	105	2240	39636	100	95	96	533	545	554	30	28	23	26	19	18	39	42	46	5	11	13
African American	26	339	4193	100	96	97	503	527	533	54	35	32	27	24	23	19	37	40	NA	5	5
Hispanic	77	2362	30732	99	95	97	526	531	534	39	33	31	26	24	24	30	39	40	5	5	5
Asian/Pacific Islander	12	117	1827	100	98	99	556	584	594	17	9	8	17	17	12	67	46	49	NA	27	31
American Indian/Alaskan Native	NC	178	4536	NC	98	95	NC	519	528	NC	41	35	NC	25	25	NC	30	37	NC	4	4
White	116	1534	37038	100	96	97	543	570	575	23	14	11	22	15	14	50	54	56	5	17	19
Students with Disabilities	42	520	7840	100	76	81	495	494	498	67	63	60	17	18	18	17	17	20	NA	1	2
Students without Disabilities	192	4013	70560	100	99	99	542	551	560	24	21	17	25	21	19	46	47	50	5	10	14
Limited English Proficient Students	11	533	8956	92	93	95	517	498	502	45	62	56	18	20	25	36	17	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	108	2056	33014	98	94	95	529	531	534	34	33	31	25	24	24	39	39	40	2	4	5
Non-Economically Disadvantaged	126	2477	45386	100	97	99	538	556	569	29	21	15	22	18	15	42	47	52	6	14	18

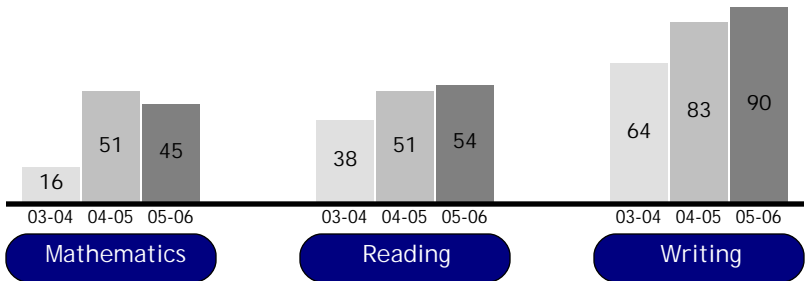
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	234	4640	79179	100	98	98	505	509	519	12	14	11	34	31	27	52	52	58	2	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	128	2327	38974	100	98	99	513	514	524	9	11	8	27	29	25	62	57	61	2	4	5
Male	105	2309	40124	100	98	97	495	504	513	14	16	13	43	33	28	41	48	54	2	3	4
African American	26	348	4243	100	98	98	471	499	506	31	20	14	38	31	32	31	45	51	NA	3	3
Hispanic	77	2414	30987	99	97	98	501	497	498	13	17	17	36	37	36	48	45	45	3	1	1
Asian/Pacific Islander	12	118	1832	100	99	99	519	530	543	NA	4	4	42	25	17	58	62	69	NA	8	10
American Indian/Alaskan Native	NC	182	4573	NC	100	96	NC	494	494	NC	19	16	NC	38	41	NC	43	42	NC	NA	1
White	116	1574	37467	100	99	98	513	530	539	9	7	5	31	21	17	59	66	70	2	6	8
Students with Disabilities	42	626	8567	100	91	88	466	462	467	36	41	39	45	42	38	19	17	22	NA	0	1
Students without Disabilities	192	4014	70612	100	99	99	513	516	524	7	9	7	32	29	25	59	58	62	2	4	5
Limited English Proficient Students	11	546	9013	92	95	95	458	457	461	36	43	40	55	47	48	9	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	108	2108	33345	98	97	96	499	496	499	17	18	17	34	37	36	48	43	46	1	2	1
Non-Economically Disadvantaged	126	2532	45834	100	99	99	510	520	533	8	10	7	34	25	19	56	60	67	2	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	236	4654	79734	100	98	99	565	555	554	2	3	3	8	18	19	90	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	2341	39243	100	99	99	574	568	568	2	2	2	5	11	12	94	87	85	NA	0	1
Male	105	2309	40413	100	98	98	555	542	541	3	3	4	12	25	26	85	72	70	NA	0	0
African American	26	350	4285	100	99	99	530	544	548	8	6	3	15	19	22	77	75	74	NA	0	0
Hispanic	79	2433	31254	100	98	99	563	547	539	1	3	5	13	22	25	86	75	70	NA	0	0
Asian/Pacific Islander	12	118	1837	100	99	99	581	580	579	NA	NA	1	NA	8	9	100	91	87	NA	1	2
American Indian/Alaskan Native	NC	181	4613	NC	100	97	NC	538	535	NC	5	4	NC	24	29	NC	70	67	NC	1	0
White	116	1568	37668	100	98	99	575	571	569	1	1	1	4	11	13	95	88	85	NA	0	1
Students with Disabilities	43	627	8943	100	91	92	527	499	495	7	10	11	19	49	51	74	40	38	NA	1	1
Students without Disabilities	193	4027	70791	100	100	100	574	563	561	1	1	2	6	13	15	93	85	83	NA	0	0
Limited English Proficient Students	12	551	9138	100	96	97	536	492	492	NA	13	13	33	45	46	67	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	110	2117	33718	100	97	97	559	545	538	2	4	5	15	23	26	84	73	69	NA	0	0
Non-Economically Disadvantaged	126	2537	46016	100	100	100	570	564	567	2	2	2	2	14	14	95	84	84	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	36	NA	56	100	35	44	51	100	41	46	56
	Language	99	24	38	48	100	34	41	47	99	35	41	50
	Mathematics	98	38	52	66	100	40	44	52	100	37	44	58
7	Reading	100	40	NA	54	100	38	44	50	100	39	44	54
	Language	100	37	48	58	100	43	48	52	100	50	50	58
	Mathematics	99	42	49	62	100	41	44	50	97	37	44	54
8	Reading	100	47	NA	55	100	45	46	51	100	48	50	58
	Language	100	38	41	52	100	49	47	50	100	46	50	56
	Mathematics	100	49	50	61	100	46	48	53	100	39	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 7 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Environment
- Ü Human Resources
- Ü Organizational Management
- Ü Curriculum/Instruction
- Ü Home and Community
- Ü Technology

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	5.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	10	8	0	0
7 to 9 years	10	10	0	0
10 or more years	20	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	137
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	16%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Band/Orchestra Rooms

Extracurricular Activities

- Ü Basketball
- Ü Volleyball
- Ü Soccer
- Ü Track

Social Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Reading performance for 8th grade students will improve from 38% to 43% as measured by AIMS in spring 2005
- ü Mathematics performance for 8th grade students will improve from 15.9% to 20.9% as measured by AIMS in spring 2005
- ü 95% or more students, in all sub-groups, will be tested (AIMSDPA)

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our program focuses on respect in the classroom - respect for the learning environment including teachers, peers and self. Administration takes a proactive approach to instilling pride and responsibility through classroom experiences.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

26

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Shared Decision Making Committee	(520) 584-4700
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6403
School Nutrition Programs	Pam Palmo	(520) 225-4702
Parent Organization		
Student Health/Nurse	Donna Vogel	(520) 584-4700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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